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THE WEEKLY.

Price of the "Weekly" from this date till January 1 1881, \$1.10; to new subscribers, 85 cents.

Renewals with the cash, if sent before January 1, will be entitled to a binder FREE. Always mention it in your order.

Increased work on another publication has compelled the undersigned to sever his connection with the EDUCATIONAL WEEKLY. The shillelah has done its work, and it is hereby quietly and tenderly laid away.

J. MAHONY.

This is the first issue of the WEEKLY (weekly edition) since June 17, the beginning of the summer vacation. It will be published weekly from this date till the holiday vacation.

An extra large edition of this issue has been printed. It will be sent to subscribers for the various editions and to non-subscribers. Hereafter the monthly editions will appear the first week of the month instead of the last.

The publishers take pleasure in announcing the growing prosperity and brightening prospects of the WEEKLY. We did not begin this enterprise without counting its probable cost; and we have pursued our way under the difficulties that necessarily attend the establishment of an educational journal, in the confident belief that the teachers of the West would not allow our efforts to fail.

The general editorial management has been placed in the hands of a writer who will discuss in a catholic spirit, and yet with candor and courtesy, the various questions that interest the educational public.

Under its new management, the WEEKLY will strive to reflect that phase of educational thought which may be characterized as the scientific or the philosophical. There is now in process of rapid development, especially in the West, a marked tendency to discuss disputed questions of school policy in the light of some established principle. Teachers are becoming thinkers, and for the validity of their methods they are looking less to precedent and tradition, and more to fundamental doctrines. The time

has come to organize this phase of thought, to give it a voice, and to communicate its teachings.

We shall still give a large place to current educational intelligence, to the most approved methods of school-room practice, and to the literature of teaching. Our purpose, in a word, is to make the WEEKLY the best educational journal on the continent. We shall strive to deserve the support of the intelligent and progressive teachers of the West, and we think it is not a vain hope that our efforts will be sustained.

Now that the politician is lifting up his voice in the convention and on the stump, it is well to recollect that the salvation of the country depends far less upon the triumph of party, than upon the transformation of character that is silently taking place in the school and by the fireside. The greatest obstacle to free government is the prevalence of the mob spirit,—that spirit which robs men of their individuality, molds them into an unthinking, stupid aggregate, and thus makes them the fit tools of political trickery. The disintegration of mobs can take place only by making the art of accurate, independent thinking a universal accomplishment. When men learn to do their own thinking, and, withal, think accurately, the government may safely be entrusted to the hands of the sovereign people.

Every subject, however elementary, may be taught in such a manner as to inculcate the habit of exact thinking; and there is no subject, however exalted in itself, that may not be so stupidly taught as to have no determinate educational value. Spelling may be made an easy introduction to the art of classification, the very basis of the logical process; and it has been observed by a French author, that, "to secure correctness of judgment and soundness of reason, nothing is more valuable than the critical study of the sense and acceptation of words." Teaching that does not stimulate thought is valueless; and that teaching is best which does most to induce in the mind of the people the habit of exact thinking. This high art is within the compass of all grades of teaching. The humblest country school may be a very mental gymnasium, while the titled college professor may wholly miss one of the highest ends of the teaching art.

In the last analysis, the political problem is an educational question; and the men and women who are doing most for the coming glory of our country are they who are patiently thinking out the problem of universal education. No assembly, civil or religious, has more valid claims upon the respect and gratitude of the country than the National Association, lately assembled at Chautauqua. The motives that called these men and women from all sections of the Union, at large personal expense, must have been largely patriotic; for it is difficult to see what direct personal advantage could be expected from such a conference, save a feeling of greater self-respect at the prospect of performing a higher quality of work in the future. The real beneficiaries are the people, whose culture will be broadened and deepened through the growing perfection of the public school.

This body of teachers was eminently representative. The foremost men and women in every department of school work were in attendance. The primary school, the kindergarten, the high school, the college, the university, the normal school, the industrial school, each had its claims and its interests patiently considered, and each was strengthened by seeing its recognized place in the vast whole having so many members. The rational character of this meeting was also most reassuring. The east, the far west, the north and the south, were represented in this council of educators. Eastern staidness was contrasted with western aggressiveness. The north listened with polite attention to a vindication of African slavery from the south. There was the largest toleration along with the frankest avowal of radical beliefs. There was perfect freedom in saying absurd things, and the victims of mistaken notions submitted to the tortures of dissension with commendable grace. Most of the papers were of a high order of merit, and they will form an honorable contribution to our educational literature.

In the list of members there was more than one note-worthy name. Among such should be mentioned the venerable Dr. McCosh of New Jersey, Dr. Gregory of Illinois, Dr. Orr of Georgia, Dr. Harris of St. Louis, Charles F. Adams, Jr. of Massachusetts, Col. Parker, late of Quincy, now of Boston, besides others whom we have not space to note. Hon. J. H. Smart was honored with a unanimous call to the presidency of the association, and the second place was most worthily bestowed on the venerable Dr. Orr. The next place of meeting is Atlanta, Ga., and we trust that the national character of the association may be preserved to the fullest possible extent. In subsequent issues we shall discuss some of the more important topics that were presented at this meeting.

The large attendance at the late meeting of the National Teachers' Association was due in some measure, doubtless, to the fame of Chautauqua as a summer resort. We think the advantages of this place have been greatly exaggerated. At least we confess to a great disappointment in our expectations. Fair Point has nearly all the disadvantages of a small crowded town, with scarcely any of the charms that are usually associated with lakeside and wood. The public entertainment was poor, and the rates extortionate. In our judgment, the western pattern of Chautauqua Assembly, the Island Park assembly at Rome City, Ind., is a most gratifying improvement on the original. Save in the amount of water, the natural advantages of Island Park are manifest. There is room, there is shade where grass grows, there are ample accommodations for lectures, there is good food at reasonable rates, and the general management of the grounds, buildings, lectures, etc., etc., is admirable in the extreme. A course of lectures for teachers was inaugurated at the last session, that is full of promise for the future. We most heartily and confidently commend the Island Park Assembly to all readers of the WEEKLY, who, next summer, may need rest, recreation, and instruction at reasonable cost.

"Oral Teaching; Its Limits and Methods," is the title of a Premium Essay by John M. Dickinson, Secretary of the Massachusetts Board of Education. The prize (\$50) was offered by T. W. Bicknell, of the *N. E. Journal of Education*, and the award was made by A. G. Boyden of the Bridgewater, (Mass.) Normal School, W. F. Phelps of Minnesota, and H. B. Sprague, Principal of the Girls' High School, Boston. This committee found

two essays of about equal merit, the one by Mr. Dickinson above mentioned, and another by H. H. Morgan of St. Louis, on "The Proper Functions of the Public High Schools."

The 'Premium Essay' by Mr. Dickinson deserves special notice for several reasons. It discusses one of the most important topics in the science of teaching; for the question of oral instruction *vs.* text-book instruction is a dividing line between the old education and the new. The treatment of the subject, at least in intent, is philosophical. The author's purpose is to establish his thesis on a solid basis of principle. The essay is thus a study in pedagogics, and this fact alone should commend it to all thoughtful teachers. Again, Mr. Dickinson occupies a very prominent place among eastern educators, and a subject which he has patiently elaborated deserves more than ordinary consideration. Lastly, the essay bears the approbation of a committee of distinguished gentlemen, educators by profession; and their award conveys the assurance that we have an authoritative statement of a most important educational doctrine. As we have opportunity, we shall make a critical analysis of Mr. Dickinson's essay.

ALPHABETIC.

AMONG the many phonologists who are now making thoro study of the enunciation of English, with a view to the completion of its alphabet, one of the ablest and most diligent is Mr. W. R. Evans, of London. He places the six typical vowel sounds found in human speech in the following diagrammatic order:

	ah	
ay	*	oh
ee	r	oo

in which r stands for the Greek *r*, Latin *y*, French *u*, German *ü* (a sound not heard in English, which requires *both* lip and tongue adjustment, the lips as for oo, while the tongue poses for ee.) The star expresses simple 'voice' without modification by lips or tongue, — a sound we often use as an interjection of sudden surprise or alarm. The secondary vowels come in between these, according to their relationships; two being possible in each of the 8 interspaces.

This is a step towards a philosophical exposition of the vowel speech-sounds; and, as far as it goes, it is in accordance with the views of the best modern authorities.

Those who have made a study of the arrangement of the sounds and illustrations of the homographic alphabet issued from the Phonetic Depot, Tyrone, Pa., will find that while it is equally simple, it embraces all the sounds with more obvious gradation of relationship. The above admits *a* in *at*, and *ā* in *are* very well between *ah* and *ay*; and *e* in *ell* to the right of *ay*; with *u* in *up* to the left of *oh*; but the step is a jump from *ah* to *aw* and *ō* in the direction of *oh*. A better basis of discrimination separates the vowels into two or more distinct classes viz., first the vowels that are modified by the tongue, flattening the breath flow more and more from open

ah	}	1
to middle ay		
and close ee		

Then the class in which the tongue lies unused, the modification being by a rounding of the breath-passage from open

aw	}	2
to middle oh		
and close oo		

These two classes embrace all the vowels used in English, the above being the full or long types, excepting the final of the two sounds heard in *her*, *fur*, *ir*, (par)lor, myrrh, (edit)or, colo(nel), etc. This sound belongs to a class in which the tongue and lips

are both used to at once elongate and flatten the breath-passage, as from open ur
 to middle eu (French); ö German } 3
 and closer r French; ii German }
 the middle sound being like ai in air (or e in met prolonged) attempted while the lips are pursed and protruded. For the close sound the lips are pursed as for oo, while the sound of ee iz attempted.

This arrangement in distinct classes duz not disguise the fact that ah is the original or parent vowel, from which others have been derived. The order of their derivation iz of litl consequence, and indeed we cannot now determinē it. But the order from open to close as given above suits our language; as we generally begin words with open vowels and end with close ones. In this we differ from the panting peoples of the sultry South, whose climate seems to dispose them to open-mouthed vowels, and many of them, for example, *Sahāra*, *Panama*, etc; close vowels are seldom used, and very seldom final.

All vowels are voiced, and the quality of the voice (the glottal vibration) is the same for all. This may be re-enforced, somewhat az telegraphists re-enforce their currents, by vibrating the reed of a jews-harp in the mouth while sounding different vowels. This will prove that their differences are due merely to mouth-posture. The necessary changes of position should be rendered entirely familiar in every primary school. *

This paper will fall into the hands of many who are not subscribers. We trust they will at once send to the publishers the requisite two dollars. We can assure them that they will not regret it. The WEEKLY is already pronounced "*the best educational paper printed in the country*," by many of its readers, and we are determined to make it still better. New talent will be employed in its columns the coming year, and we confidently expect a large increase of our subscription list.

THE COMMON SCHOOL QUESTION BOOK.

The publishers of the WEEKLY have purchased from A. H. Craig, author and publisher of *The Common School Question Book*, exclusive rights to publish and sell the book in the Western States. A new edition of three thousand copies is now in press and will be ready for delivery by the tenth of September. This will make about *forty-five thousand copies* of the book which have been printed within the few years since it first appeared. Probably no single volume for teachers has ever before had so large a sale in this country. The book met a want felt by common school teachers, and calls for it were received immediately from all parts of the country. During the last year or two a few imitations have been prepared by ambitious authors and publishers, but not one has met with so unanimous and hearty a reception as this. It sells rapidly at teachers' institutes where other similar publications are entirely ignored. The demand for it in the West is steadily increasing, and it may safely be predicted that the sale will reach *one hundred thousand copies*.

The publishers stand ready to fill all orders for large or small quantities. The price of the book is *one dollar and a half*, for which it will be mailed to any address. Teachers may club together and obtain *six copies for six dollars*, to be sent by express. Responsible and energetic agents are wanted in all the Western States. Some are already doing well in selling the book. No other book sells so well, and on no other can agents make so much money. Address for terms, S. R. WINCHELL & Co.,

ITEMS.

- Since the beginning of the year there have been 140 duels in France.
- Prof. S. H. Peabody is now Regent *pro tem.* of the Illinois State University, at Champaign.
- Lawrence, Kansas, declines to re-elect Superintendent Boles, and will try it a year without any superintendent.
- Chancellor Haven, of Syracuse University, now Bishop Haven, will take up his residence in San Francisco this fall.
- Professor Freeman, of Wisconsin University, spent the summer in Europe.
- The "other side" of the spelling reform—the side not very often presented—is offered us in *Lippincott's Magazine* for July, by M. B. C. True. The

article is interesting to both friends and opponents of the reform. Read it.
 —The Pope has appointed Rt. Rev. P. A. Feehan, now Bishop of Nashville, to be first Archbishop of Chicago, which is now raised to the dignity of a metropolitan see.

DAILY PROGRAM.—HALL'S SCHOOL.

J. W. WRIGHT, Belleflower, Ill.
Forenoon Session.

TIME.	M.	RECITATIONS.	STUDIES.
9 to 9:10	10	{ Opening and General Exercises. }	
9:10 to 9:25	15	C Reads.	{ A (a) Algebra, b Arithme- tic; B Mental Arithmetic.
9:25 to 10:05	40	A (a Algebra.)	{ A (b Arithmetic); B Reading; C, Slate work.
10:05 to 10:45	40	A (b Arithmetic.)	{ A (a) Condensing and arranging etc.; B Reading, C Recess
10:45 to 11	15	RECESS.	
11 P. M. to 11:15	15	C Exercise in Script.	{ A and B Reading.
11:15 to 11:35	20	B, Reads.	{ A Reading; C Copying numbers in Roman and in Arabic characters.
11:35 to 12 M.	25	A Reads.	{ B Mental Arithmetic; C Blackboard.
12 to 1.	60	INTERMISSION.	

Afternoon Session.

1 to 1:10	10	C in Numbers.	A Grammar; B Mental Arithmetic.
1:10 to 1:30	20	B Mental Arithmetic.	A Grammar; C Slates.
1:30 to 2:05	35	A (a Grammar.)	{ A (b Grammar, B Language; C Copying-work.
2:05 to 2:30	25	{ A (b Grammar.) }	{ A (a Condenses and arranges, etc.; B Language; C Blackboard.
2:30 to 2:45	15	Writing, A B	C Recess.
2:45 to 3	15	RECESS.	
3 to 3:20	20	B Language.	A Spelling; C Reading.
3:20 to 3:30	10	C Reads.	A and B Spelling.
3:30 to 3:45	15	A Spells.	B Spelling; C Slates.
3:45 to 4	15	B Spells.	A (a Algebra, b Arithmetic).
4 to 4:05	5	Dismissal.	

EXPLANATION OF, AND REMARKS ON, ABOVE PROGRAM.

No thoroughly earnest and truly competent teacher will attempt to teach a single day without a time-guide such as a carefully arranged program will always be. By the assistance of such a help the teacher is enabled to make the most of each minute. By adopting it (when thoroughly revised and carefully and tastefully arranged) in a sort of public manner by calling the attention of the whole school to it, explaining its mechanical arrangement, and its adaptability to their individual and collective "school-wants" and school-life, dwelling upon its use, and insisting upon its merits, and thus winning for it the approbation, if not the genuine respect, of a part, if not all, the school; and then, after thus adopting it, show his or her own belief in its merits by scrupulously following it—I say by this course the teacher simply insures the success of the school. By this course, fully carried out, the school is naturally and pleasantly governed, the children are constantly witnessing a practice which will lead them into the formation of good habits—habits of order, promptness, thoroughness, and neatness; for a school-program should be neatly arranged, and preserved neat and clean. The tasteful embellishments with which the teacher has time to beautify it, help to command for it the respect of the scholars, young and old.

"Fully carried out," what does that mean? "Fully carried out" implies some work outside of the school, as well as all varieties of opposition with which it is apt to be confronted in school. The real, live teacher will not exclusively confine his teaching to the school-room, to the children, and to the six school-hours of the day. There is a class of older children who stay at home, and who are not unfrequently spoken of as "the parents" or "the patrons." It is the teacher's business to visit them and, with becoming modesty, teach them;—not by directly correcting one of those "elder girls," who, during the conversation, is laudably impelled to express her sympathy for all unhappy members of the profession by stating confidentially, that she "taught" a term of school, once. Not by assuring one of those honest, "elder boys" that he is mistaken—thereby "dampening his ardor"—when he generously gives it as his opinion that "them grammars is takin' up too much time in school now days." Not by flatly contradicting that ardent young mother, or hopeful father who kindly makes the suggestion that there "aint" enough prizes offered, by telling them they are ruining their boy by teaching him such a motive for acquiring learning. No, not by all, or any of these methods will the teacher be governed in teaching those "elder scholars." But the great lesson to be impressed upon *their* minds is that the teacher is thoroughly in "honest earnest;" this, with such a course in and out of school as becomes a true teacher, will prove him to be thoroughly master of the situation, and will secure for all his suggestions a proper respect.

There should exist between the directors and teacher a frank confidence, and the latter should frankly present for their consideration all his wishes and plans relating to the changes made in classes or in methods of teaching. The program presented here is in actual use in the rural school named therein, situated in McLean county. When this school began, four months ago, the teacher was confronted with the prodigious array of *thirty-two* daily recitations. By persevering labor the program was put in the shape here represented, at the close of the second month. "Opening Exercises" consist in a few judicious remarks by the teacher, in reciting general maxims, adjusting differences between scholars, answering or asking general questions, familiar conversation between teacher and scholars on various subjects, and the like. This is scarcely ever continued beyond five minutes. Then there is a general exercise engaged in by all the school above C. For some weeks past the school in question have been devoting these five minutes after opening to the thorough study of the locative geography of McLean Co. and surrounding counties, drawing map of the same. Previous to this time, for a season, this time was each morning devoted to anatomy of the human body, and of the bodies of some of the barn-yard fowls. In this manner much from each of the sciences may be taught the children, greatly to their advantage. Most country schools are to better advantage divided into *four* classes. There should be no *more* than four classes, however, in the worst mixed school. Unite classes and save precious time.

In the case in question there are three classes, "A," "B," and "C." "A" class is divided into two divisions, *viz.*,—a portion of the "A" class study algebra, and a portion arithmetic, and so for convenience called "A" (a) and "A" (b) respectively. In the study of Grammar this division takes place again, to accommodate two different text-books. After the algebra class has recited there is time allotted for rewriting and putting in better form any written matter that was required to be copied,

for finishing the solution of problems begun but unfinished, or for completing whatever else was begun but left incomplete at the expiration of the time allotted for the recitation. The above explanation applies to the time allotted this class after reciting grammar.

History and geography it was thought best to drop out of the course, giving all the time to the studies adopted for the term. Still, by giving out questions to the whole school, in the manner, for instance, recommended by Supt. Smith, of McLean county, much valuable time, that would otherwise be wasted, may be made the best use of by the scholars, in gathering up quite a fund of historical, as well as geographical facts. This utilization of time cannot be taught too perseveringly to pupils, and the teacher who succeeds in awakening in his scholars an appreciation of this as a lesson, does far more toward fitting them for life than the teacher who, without teaching this, helps them to acquire an understanding of the text-books.

Discipline and order must ever be the governing spirits in the school-room. No teacher can earn his money, however little he receives, who does not teach by system, having his course for the term, and for each day, mapped out, and following that course with scrupulous step.

Many things will come up to defeat the punctual observance of such a program in the ordinary country school. Scholars are entering at all times in the term, insisting upon studying this or that branch. These "drawbacks" should not deter the teacher from pushing his plans, nor cause him to depart from his "guide." The teacher who can not meet, successfully, every hindrance to his plans, should consider himself incompetent to teach, and should abandon the calling as one who can not give "value recieved." It is a pernicious practice to carry on one of these schools with no attempt at systematizing the work, in that it breeds habits in the youth whose ruinous consequences do not cease with childhood.

THE LIBRARY.

NEW BOOKS RECEIVED.

RHETORICAL METHOD. A Concise Treatment of the Topics belonging to Rhetoric and Composition, Prepared for Use in Schools and Academies. By Henry W. Jameson, B.A. St. Louis: G. I. Jones & Co. 1879. For examination, 40 cents.

A SELECTION OF SPIRITUAL SONGS WITH MUSIC. For the Sunday-School. Selected and Arranged by Rev. Charles S. Robinson, D.D. Scribner & Co., New York. pp. 192. Price, 50 cents.

AN ELEMENTARY GRAMMAR OF THE ENGLISH LANGUAGE. By T. R. Vickroy, A. M. St. Louis: G. I. Jones & Co. 1880. For examination, 25 cents.

AN ELEMENTARY ARITHMETIC, Oral and Written. By George E. Seymour, A.M. St. Louis: G. I. Jones & Co. 1880. For examination, 25 cents.

Hand-book of Drawing.—By William Walker, Lecturer and Teacher of Freehand Drawing in the Owens College. With upwards of 200 woodcuts and diagrams. First American, from the second English Edition. 12 mo. pp. xxiv and 270. New York: Chas. Scribner's Sons.

That this book is interesting may be assured by the fact that we began to read it in the forenoon of a hot August day, and we read right on till we had reached the last page. The next reader, a youth, not only read it through, but was so moved by revived zeal that he got out his disused drawing pencils, and with regret for lost opportunities began to sketch again. We heartily commend the book to all teachers who know much of the art as a good one to put in the hands of those who know less, in order to teach them much they need to know, and at

the same time to stir, elevate, and improve. The purpose of the work is to furnish such information of elementary art education as is not likely to be met with in any other compact form. The author recognized as his guiding principle the maxim "that all true education consists in the cultivation of the judgment." The information here presented, with the practice recommended, will enable the student to make truthful and significant outlines and drawings from outlines set before him.

The chapters on Taste, Style, Motive, Beauty, Fitness, Variety and on securing Character in Art Work, are very interesting and suggestive. There are several chapters on the details of drawing, as of trees, skies, water, light and shade; and the book ends with chapters on artistic perspective and technical perspective which set both subjects in a clear light.

A Text-Book on Rhetoric.—Supplementing the Development of the Science with Exhaustive Practice in Composition. For use in High Schools and Academies, and in the Lower classes of Colleges. By Brainerd Kellogg, A. M., Prof. Eng. Lang. & Lit., Brooklyn Collegiate Institute. New York: Clark & Maynard. 12 mo. pp. 276. Introduction price, 85 cents.

The special excellence of this book is in its abundant and well-chosen and skillfully contrived exercises, and its illustrative extracts. The book is not written in the form best for those who know rhetoric and wish to take it in the form of a science; on the contrary, it is written in the didactic form, or that best adapted for the use of teacher and pupil. We heartily commend it to the attention of all who are choosing a rhetoric of this grade; it is certainly among the best of its kind. There are frequent review-diagrams or synopses all through the book. The paper and print are admirable.

THE STATES.

IOWA.—Frank T. Lyons, of Osawa, has become principal of the Omaha high school.

Prin. R. E. Call, of Dexter Normal and Scientific School, sued his board of school directors for damages amounting to \$20,000, which he claimed his character had sustained by their charges of irregularities. Mr. H. C. Cox, who was associated with Mr. Call, chose to get out of bad company, and is now publishing the *Dexter Herald*.

The publishers of the WEEKLY and all its readers owe many obligations to Principal J. M. De Armond for his very efficient services as State Editor for Iowa since the establishment of the paper nearly four years ago. Other work compels him for the coming year to relinquish his responsibility in this respect, though he will remain faithful to the paper, and contribute to its interests in whatever way he can. Meantime correspondence and items may be sent directly to the office of publication. All principals and superintendents, or others favorably situated, are invited to send us items and notes for this column. Let us have it filled with news fresh and interesting.

Editor Shoup has been "swinging around the circle."

Prof. W. A. McKee will organize an academy in Knoxville this fall. Supt. Johnson could not be retained by the board, on account of insufficient salary. He was presented with a memorial by the teachers. H. C. Hollingsworth succeeds him.

The school board of Tama has re-elected Principal Gault for two years.

D. R. Fox is principal at Shellsburg; I. S. Smith at Riverton; Mr. Dooley at Bloomfield; Mr. Foulks at Villisca; H. A. Field at Panora; O. H. Brainerd at Hampton; A. E. Anderson at Hopkinton; Wm. H. Lisbon at West Liberty; W. F. Cramer at Waverly.

ILLINOIS.—*Gillan, of Galena, is Gone.* It is the way of the just and the unjust, and the school ma'ams in the city of Grant will call upon the new Mrs. Gillan with saddened hearts and thoughts of the "might have been's," of last years. *Nee Miss Lizzie K. Harned of Flora, Ill.*

The Lake Superior regions have been explored this summer by a party of seven from the Illinois State University. We have had no reports from them thus far.

Prof. Hull, of Southern Normal, has been working recently in an institute at Greenville, Bond Co.

President Griffith, of Northern Illinois College, Fulton, has resigned, and will be succeeded by Prof. A. M. Hanson.

Prof. Forbes, Dr. Thomas, and others took a trip for scientific study in the latter part of July to Lake George in northern Indiana.

Macomb and Paris had August institutes that we have not previously noted in this column.

J. M. Crow, of Elmwood, has received from Syracuse University the degree of Ph.D., on examination in German.

R. H. Beggs goes to succeed D. C. Roberts at Denver, Colorado. C. H. Rew is the next man at Wilmington.

Miss Newbecker, one of the Ottawa principals, took a trip this summer to the St. Lawrence.

Emma Stewart Brown, of Normal Class of '74, died August 1, at her home in Decatur. Since graduation she had taught four years. During her two years' stay in Decatur as the wife of I. E. Brown she had made many warm friends and her early death is universally deplored. She left her young babe to the care of Lillie M. Brown, who has resigned her school for the coming year that she may faithfully attend to her charge.

Mr. Ben. Hathaway has resigned his position as principal of Rock Island High School, and will accept a more lucrative position in the east.

DeKalb county has two institutes this year, one at Hinkley and the other at Genoa. William J. Simpson, last year's principal at Stewart, Shelby Co., was married recently at Shelbyville.

Elgin is to have a new school house on the west side at an expense of fifteen thousand dollars.

What's in a name? The *Normal Institute* refers as follows to a celebrated teacher of the Chicago high school; perhaps as he was last of the corps appointed, and the high school has now been abolished it may be regarded as a polite reference to its final end: "The National Educational Association held its nineteenth annual meeting at Chautauqua, N. Y., on July 13, 14, 15, and 16. Many able papers were read, among which was 'What shall we seek to accomplish in the reading exercises,' by E. G. Taile, of the Chicago high school."

INDIANA.—The *Porter County Vidette* contains a very full and well-written report of the county institute held at Valparaiso, Aug. 9, 1880. The institute was under the management of Supt. Pearson Shinaberger. The principal workers were Prof. H. B. Brown, of the Valparaiso Normal, W. H. Banta, R. A. Heritage, Prof. Crandle, and Miss Rebecca Pierce.

Indiana State University.—This institution, under the able management of President Lemuel Moss, is growing stronger year by year. The fall term opens Thursday, Sept. 22. There are ten professorships, all of which are now filled. Prof. Clark has been transferred from the chair of Greek to that of English, to fill the vacancy occasioned by the resignation of Prof. Moss, now of Topeka, Kan. R. B. Richardson, a graduate of Yale and for two years past Principal of the Chicopee, Mass., high school, takes the professorship of Greek. Prof. Boisen has also resigned, and his chair, that of Modern Languages, is to be filled by W. T. Jackson, former principal of the academy at Fostoria, Ohio. Prof. Jordan will be in his place at the opening of the term. Prof. J. has been doing a magnificent work on the Pacific coast in the service of the U. S. fish commission. He has collected more than 15,000 specimens of fishes, and has arranged to secure a full set of duplicates for the University. Considerable additions have been made to the working apparatus in the chemical and physical departments. Dr. Wylie, who has for several years acted as Vice President, in the absence of Pres. Moss, though with no special recognition or additional compensation, has received both by recent action of the board of trustees. He will hereafter be nominally as well as actually vice president. The prospects for an increased attendance of students are said to be very encouraging to the friends of the University.

Prof. A. J. Willoughby, from Dayton, Ohio, becomes principal of the Lafayette high school.

Wayne County held a two weeks institute in August at Centerville. McPherson, Superintendent. Two hundred teachers in all were present during the session.

Prof. Bloss, superintendent of Evansville public schools and candidate on the Republican ticket for state superintendent, is making speeches at Republican meetings. So also is H. S. McRae of Muncie. Mack is working the thing up for the next time, two years hence.

Pleasant Bond, formerly of the Indianapolis high school and of late years engaged in business, resumes the teacher's vocation. He is to be connected with the Ladoga Normal School.

Marion County Institute, I. P. Harlan Supt., held its session from Aug. 30 to Sept. 3.

OHIO.—The Ohio Central Normal School and Kindergarten Training School, at Worthington, was established in 1871; reorganized under State Board in 1878, and incorporated in 1880. It opens its fall term September 6. John Ogden is principal. By a recent resolution of the board of education of the incorporated village of Worthington, and the concurrent action of the resident faculty and State Board of trustees of the Ohio Central Normal School, the high-school department of the public schools of said village, and the academic department of the Ohio Normal School have been united into one, known as the academic department of said schools, with the principal of the academic department of the normal school as superintendent, whereby the whole system of public schools, composed of four grades, is constituted a grand model of observation and practice.

The Mount Union College, near Alliance, has secured two new professors: Mr. William Small, A. M., in Natural Science, and Mr. H. V. Merrick in Modern Languages. The institution is under Methodist direction, and O. L. Hartshorn, LL.D., is president. There were 645 students last year.

The trustees of Buchel College, Akron, have elected as president D. Orlo Cone, D. D.

From the *Ohio Journal of Education* we gather numerous items of interest this week.

Respecting the meeting of the State Teachers' Association at Chautauqua it says that "about 520 persons paid one dollar each for membership tickets, and some suppose that the attendance was really from seven to eight hundred." This is certainly a remarkable record, unequaled by any thing of the kind ever before made in any state.

The salaries of all the teachers in Bellefontaine receiving less than forty dollars a month last year have been increased two dollars a month.

A correspondent from Lakeside to the *Cleveland Leader* speaks in high praise of the success of Prof. L. S. Thompson's Summer Industrial Art School which was held there. Prof. Thompson, in all his teaching, aims to give broad and comprehensive views of art education, and his pupils always feel repaid for their study.

WISCONSIN.—A large addition is to be built on the Normal School Building at Platteville. It will extend westwardly on Main street 45 by 65 feet.

The repairs at the Whitewater Normal made during the summer are summed up as follows in the *Register*:

A Normal class-room, Prof. Salisbury's, on the first floor becomes the Preparatory class-room. The Museum and Natural Science Department go to the 3d story of the old part and with the two society rooms occupy it entire. The alcove in front of and a part of Prof. Rockwood's room becomes the new office, while the old laboratory is added to Prof. R's room and makes it larger than before. Prof. Salisbury takes the old Natural Science room. Prof. Johnson takes the old Museum room. The Assembly receives a new oak floor, finished in oil, and 196 new single seats in place of the old double seats. The east room in the rear becomes an alcove by means of an arch, and is to be used as a reading room and reference library room. The general effects are to do away with three-fourths of the former going up and down stairs by sending five of the largest classes always to recitation on the same floor with the general assembly room. It puts the chemical laboratory with all its odors up under the skylight, where the smells can be disposed of without annoyance to any one. The single seats separate the students more completely and gives far more freedom in the school movements. The new preparatory room provides for a class that has heretofore had no regular abiding place.

Other principals engaged are: Muscoda, G. L. Voorhees; Mazomanie, Wm. E. Corson; Ridgeland Center, Henry R. Smith; Shullsburg, Henry Jane; Lodi, Judson E. Hoyt; Black Earth, H. D. Kinney.

Free high schools will be organized in Oconto and Clinton. An addition will be erected for the building at Clinton.

\$1,000 is to be expended in adorning the grounds of the various Normal Schools.

N. C. Twining still holds his place as principal at Monroe. He is one of the leading teachers of the state.

C. M. Gates exchanges the principalship at Waupaca for that at Berlin. Salary \$1,100.

The Elementary Course in the normal schools will hereafter cover two and a half years. This is by order of the Regents.

Prin. H. C. Curtis has his salary raised at Juneau and a promise of a new school-house to cost \$5,000.

D. O. Hibbard, of Oconomowoc, is now principal of the Fourth Ward school in Racine.

New school buildings will be erected at Hartland and Dodgeville.

O. E. Larkin is principal at Viroqua; George W. Currier at Stoughton; Amzi W. Burton at Sun Prairie.

Miss Hattie Salisbury teaches the preparatory grade at the River Falls Normal, and Miss Nellie A. Wheaton that at Oshkosh.

Professor McMahon, who has for several years been connected with the Milwaukee high school, is now principal of the north side school in Manitowoc.

The following teachers are employed in the Third Ward high school at Eau Claire: Professor H. C. Howland, Principal, Miss M. Aspinwall, Assistant Principal; Miss C. L. Scott, Second and Third Grammar Department. The school board of the north side has appointed M. S. Frawley, Principal; Miss Lillie Clark, Assistant Principal; Miss A. L. Cuddy, Grammar Department.

MINNESOTA.—Prin. H. O. Durkee, of La Crosse high school, is superintendent of the Rochester public schools, salary \$1,200.

Zumbrota schools are in charge of a Mr. Rankin, graduate of the University.

The teachers of Minneapolis have shown a degree of spirit and independence quite above the average, but in the highest degree commendable. They were elected to their positions at the last meeting of the board preceding the summer vacation. Having been duly notified by Superintendent Tousley and having responded according to the prescribed form, accepting their appointments, they very properly regarded their contract for the school year as closed. The board, however, at a special meeting held August 10, adopted a resolution instructing the superintendent to notify each teacher engaged that the board reserved the right to close the public schools at any time after April 1, 1881, and to require every such teacher to notify the board in writing that he (or she) would acquiesce in such action should it be deemed desirable to close the schools before the end of the year, and that no demand would be made for wages beyond the time when the schools should be closed. After this action sixty of the teachers who were in the city assembled in the parlors of the First Baptist Church and agreed that the board could not at that late day legally relinquish its contract with the teachers, and therefore adopted the following resolution unanimously, and pledged themselves to stand by it.

WHEREAS, the board of education of the city of Minneapolis, having incurred indebtedness to other parties, since the hiring of the teachers, has required us to relinquish our contracts to teach in the public schools from September 9, 1880, to June 20, 1881; therefore be it

Resolved, That we do not recognize the right of the board to make such requisition, and that under present circumstances we will not yield to said demand.

This resolution was submitted to the board at its meeting the next day, August 25, and after a warm discussion it was decided by vote that the teachers should not be required to signify their willingness to accept any deduction from their wages should the schools be closed before the end of the school year. So much for force of character possessed by Minneapolis public school teachers.

A State Teachers' Institute, for the counties of Chippewa and Yellow Medicine, will be held at Granite Falls, commencing September 13, and will continue one week.

Sauk Center is to have nine months school during the ensuing year. The teachers employed for the year are J. C. James principal, salary \$100 per month; F. M. Morgan, assistant principal, salary, \$75 per month; Miss Mary Tubbs, first intermediate, salary \$45 per month; Miss E. A. McKenny, second intermediate, salary \$40 per month; Miss Minnie Tolman, second primary, salary \$40 per month; Miss Gertie DeGroat, first primary, salary \$45 per month; Miss Jessie Truman, assistant primary, salary \$25 per month.

H. A. Calkins, a book agent in Owatonna for Hubbard Bros. of Chicago, a reformed drunkard, could not resist saloon temptations and was picked up drunk by the City Marshal. During the absence of the latter from the lock-up, Calkins took morphine and died. He had been principal of the Peoria, Illinois, schools seven years and a successful temperance lecturer.—*Winona Republican*.

—Professor J. R. Boise's popular *First Six Books of Homer's Iliad* has been published in an abridged edition, for preparatory schools, containing only the first three books. S. C. Griggs & Co., Chicago.

—A boy ten years of age who has an eager love of music was permitted to attend the Grand Opera not long ago. When his mother asked him what he thought of the performance, he said: "It was the foolish thing I ever saw; but it was about the best music I ever heard."

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FOR SCHOOL DIRECTORS.*

As the time approaches for the annual school meeting, there are many things concerning the welfare of schools that need consideration. Among these are, heating and ventilation of school-rooms, out-houses, employment of teachers, school furniture, supply of books, enforcement of law to secure attendance, length and arrangement of school terms.

KINDLING FIRES.

It is the almost universal custom to leave the matter of kindling fires entirely in the hands of the teachers. They, not being paid for that part of the work, do not feel under obligation to be at the school-house early enough to have it comfortable before nine o'clock. As a consequence, half of the forenoon is lost. It is useless to expect children to study when they are uncomfortable. When a teacher is engaged for the winter term there should be a definite understanding as to when the fires shall be made and by whom. Do not expect the teacher to do janitor's work without pay for it.

VENTILATION.

In the spring a pamphlet, issued by the State Board of Health, was sent to each District Clerk in the county, with a request that as many others as possible should have an opportunity to read it. A very simple inexpensive method of introducing pure warm air is described on page 38 as follows: "A fresh air-duct is led into the school-room, which terminates under the stove, the stove is surrounded by a sheet-iron jacket, perforated with holes in such a manner as to insure a perfect distribution of the air, which is detained in contact with the stove sufficiently long to become warm without being burned."

A similar device is described on page 23, with means for removing foul air.

There is scarcely a country school house in the country in which any means of admitting pure air is provided excepting by opening doors or windows or through the crevices around them. Dullness and headache from impure air, or colds and sickness from drafts are the consequence.

Either of the above simple, cheap, and effective methods mentioned might be employed in every country school house, to the advantage of the health and comfort of the pupils.

OUT-HOUSES.

That any school-house is unprovided with an out-house of any description is simply indecent. Two, under one roof with doors adjoining, or one used by all, are little better. There should be some portion of every school yard entirely separated for each sex; entirely screened from the view of each other, and from the public road. For the sake of health, modesty, decency, I hope this matter will receive the attention it deserves. The pamphlet before referred to, from page 46 to page 54, should be read on this subject.

SCHOOL BOOKS.

In some schools there is still confusion and waste of time resulting from the manner in which school books are supplied. More than half of our schools have adopted the plan of district purchase of books. By so doing they have secured uniformity of books and a sufficient supply. They are ready at the beginning of the term, the number of classes is reduced, and the plan has proved economical and satisfactory. A few schools have furnished not only books, but slates, pencils, writing-books, paper, pens, and ink. By purchasing in quantities they not only save money in the actual cost, but in the more economic use of time in having all necessary materials for school work when needed.

I hope, in the interest of the schools, that this method of supply will be universally adopted.

OBLIGATORY EDUCATION.

The act passed by the legislature in 1879 to secure children the benefit of an elementary education has thus far received little attention. A proper consideration for the rights of children should insure for them at least twelve weeks' instruction in school, and all persons having the charge of children should observe this law. School officers should see that its provisions are known and understood.

*From Circular of Co. Sup't Agnes Hosford, Eau Claire County, Wis.

THE WORLD.

NEWS RECORD CLOSING MONDAY, AUGUST 30.

—President Hayes, accompanied by the Secretary of War and General Sherman, is making a trip through Oregon, California, Arizona, and New Mexico. He will be absent about two months.

—Hon. Thomas Hughes, M. P., is visiting along the line of the Cincinnati Southern Railroad in Tennessee, where he is interested in establishing a colony from England, consisting of industrious and intelligent laborers and trades-men.

—M. Gambetta has written a letter in which he intimates that France must be permitted to regain the provinces of Alsace and Lorraine from Germany. This has created considerable comment by the press, but M. Freycinet and President Grévy have both spoken at Montauban, in a tone which implies that the utterances of Gambetta express his own views rather than those of the people.

—In Ireland the anti-rent troubles are assuming alarming proportions. Mr. Forster, the Secretary of Irish affairs, went in person to Ireland to learn the exact condition of affairs and report to Parliament. He said there was no fear of a rebellion, but there was great danger to individuals and property, and should necessity arise, the government would not hesitate to summon Parliament in order to obtain additional powers.

—Turkish affairs are becoming more and more involved. The Albanians refuse to recognize the authority of the Porte to give up a part of their territory to Montenegro, according to the award of the Berlin Conference; the Porte refuses to consent to the increase of territory awarded to Greece, and the powers have informed him that the decision of the Conference can not be re-opened, and have ordered a number of men of war to rendezvous at Ragusa.

—Chief Ouray, of the Ute Indians, died August 24. It is feared that the other chiefs will not now sign the treaty, particularly the White River and Southern Utes. Ouray was one of the shrewdest diplomatists with which the government has had to deal, and exercised great influence over his tribe. His successor has not been chosen, though it is probable that chief Sapornair will be the man. The time within which the treaty must be ratified will expire Oct. 15.

—The English war in Afghanistan has thus far brought no satisfactory results to England, although it has cost upwards of \$70,000,000. Candahar is closely besieged, though a telegram to the London Times, Aug. 30, says that General Roberts is approaching by rapid marches for its relief, and that Ayoub Kahn has abandoned the investment and taken a position with his whole force on the Argandab river. General Phayre is also approaching Candahar. When all the garrisons are united General Roberts' force will number 15,000 men.

—The amount of gold and silver being stowed away in the government treasury is enormous. So much foreign gold is being received at the mints that it is stored away to be melted into eagles and half-eagles at some future time. The Treasury Department ordered \$20,000,000 to be placed to the credit of the superintendent in the assay office in New York, with which to pay for foreign gold. It is estimated at the Treasury that \$4,000,000 worth of foreign coin will reach this country per week till November 1.

—The American Association for the Advancement of Science met in Boston August 30. A large proportion of the time of the first day's session was devoted to the question of forest culture. A law was recommended exempting from taxation highways bordered by trees, also the increased value of lands where trees have been planted, until profit may be realized from such planting; an appropriation of money was also recommended to agricultural and horticultural societies to be used as premiums for essays and reports upon the subject of practical forest culture; laws were recommended to prevent forest fires, and to punish those wilfully or carelessly causing them, etc. The Association was invited by the Governor of Minnesota and the municipal authorities of Minneapolis for the next meeting to be held in that city.

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—The first form of this paper was sent to press *three times* before it could come out successfully. Two serious accidents occurred in the press-room, which were most annoying and caused twenty four hours delay.

—Some who receive this copy of the WEEKLY may wish to subscribe but have not the money to spare now. Our subscription rates permit any name to be entered at the reduced rate of two dollars if the money is sent within thirty days. Do not delay if you would like the paper. Send us word by postal.

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—If any subscriber fails to receive the WEEKLY, notice to that effect should be sent to the publishers. Copies sometimes get lost in the mails, or there may be an unintentional omission of a name from our list. In any case a second copy will be mailed on receipt of notice.

—The binder for the WEEKLY which has been promised certain of our subscribers is not yet ready for delivery. After considerable delay it was found that new papers had to be made out for the patent, so that it will be a month or two yet before any can be delivered. This is the explanation given by the manufacturer. We hope all will be patient.

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—The preparation of this number of the WEEKLY has been accomplished under numerous and increasing difficulties. Vacation was protracted as long as possible before undertaking it and then the advertisers continued to clamor for space till the publication was not only delayed but over-crowded, and we were obliged to enlarge the paper. We are pleased with our advertising patronage, but neither time nor space will permit us to make the special mention which we had intended in many instances.

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MICHIGAN.—The fall term at the Normal will commence Tuesday Sept. 14; examination of applicants the preceding day.

It is announced that a complete change is to take place in the management of the *Detroit Post and Tribune*. The statement has been made that James McMillan and Congressman Newberry have purchased a majority of the stock of the concern of Hiram Walker; that Messrs. Jas. L. Stone and C. K. Backus will be superseded in the management of the paper; that it will hereafter be run in the interest of the republican party and not of one particular clique or ring; and that new life, energy, and vim are to be infused into its columns.

Hon. Philo Parsons, of Detroit, has given \$50,000 to Olivet College. Mr. Parsons has been a liberal benefactor to this college in years past.

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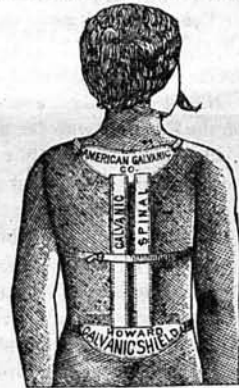
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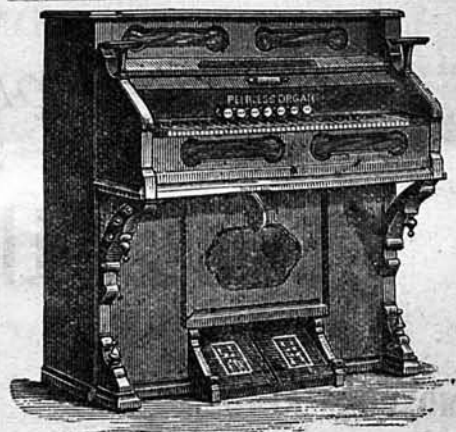
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GROWTH OF THE PUBLIC SCHOOL.

In an old book of mine is a dialogue something like this :

Zeus. "Here, Vulcan, split my head open."

Vulcan. "You command me to do a terrible deed, O Zeus, which I dare not attempt."

Zeus. "Never fear, but do what I bid you. Bring your great axe, and strike hard. Now I am ready. Proceed." And Vulcan obeyed. He struck great Zeus on the forehead with the edge of his heavy axe, a crushing blow—when lo! out stepped Minerva in complete armor, with shield, and helmet, and coat of-mail; while Zeus stood there, as good as new. Thus, we are told, thought issues from the brain of the king of gods in full panoply.

The only other instance of a similar sudden and full-fledged creation that occurs to me is that of the first Adam; but, on recurring to the history, there is nothing to show that the creation was so sudden. He may have developed from the oyster. In the case of the modern Adams, however, there seems to have been, recently, an awakening to the defects of the schools of Massachusetts, as sudden as the birth of Minerva—and with no less consciousness of wisdom.

With these exceptions I know of nothing—certainly no public institutions, created full-grown and mature out of nothing. Every created thing is born pain and weakness, has its days of infancy and childhood, and at length its period of perfected strength. So it was with our government. So it has been with the system of public schools. They originated in the necessity—to quote the quaint language of the founders—"that learning may not be buried in the graves of our fathers." By slow degrees, as new necessities arose, the schools were modified to meet wants that were felt. To illustrate: The first appropriation of the public funds to educational purposes was that of £400, in 1636, to "set up" "ye university at Cambridge"—then a first rate high school, whatever it may have become since. To this first step let me here call the attention of those persons who have been laboring to abolish high schools—presidents of the oldest colleges, and governors of the largest states; and the little echoes of these. Oddly enough the first part of the public school system that was established, is the very part which the opponents of that system seek to destroy.—*Supt. A. P. Marble.*

Notes.

—Dr. Wm. T. Harris will receive \$1,000 for a course of lectures which he will deliver at Harvard University next winter, also \$500 each for lectures which he will deliver at two other colleges. So says the *Inter Ocean*.

—By a unanimous vote the Trustees of Hanover College, the oldest in the state of Indiana, have decided to admit young women on the same terms as young men. The institution is under Presbyterian control and it is nearly the last of the fifteen Protestant colleges of the state to accept co-education.

—Hon. J. H. Smart, State Superintendent of Indiana, has been appointed a member of the Commission of the United States International Exhibition, to be held in New York City in 1883. He was also elected President of the National Educational Association for the ensuing year.

—Dr. Abbie M. Cleaves, of Davenport, Iowa, long a student of Iowa College, Grinnell, and then a graduate of the medical department of Iowa State University, has been appointed principal physician of the State Lunatic Asylum, Harrisburg, Pa., at the snug salary of \$1,200 per annum. She was for a time a physician in the Iowa State Insane Asylum at Mount Pleasant.

—County Superintendent S. F. Hoge, of Greene county, Pa., issued a circular letter to school directors, announcing also the August examinations of teachers. This he distributed freely, accompanied by a list of educational journals with subscription prices, and a blank form for ordering one or more of the list. It is such enterprise on the part of the county superintendent that improves the character of the schools.

—Hon. J. M. Gregory, late President of Illinois Industrial University, Champaign, Ill., has consented to give a limited number of popular lectures on literary and educational subjects, or on political and social science. Colleges and educational institutions whose graduates engage in teaching may perhaps secure from Pres. Gregory a short series of lectures on Pedagogies to the graduating class. His long connection with the work of popular education has eminently fitted him to be a teacher of the people, and that institution or society will be favored which secures one or more addresses from so successful a scholar and educator.

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